



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 12471698
SAU: MSAD 53
School: Vickery School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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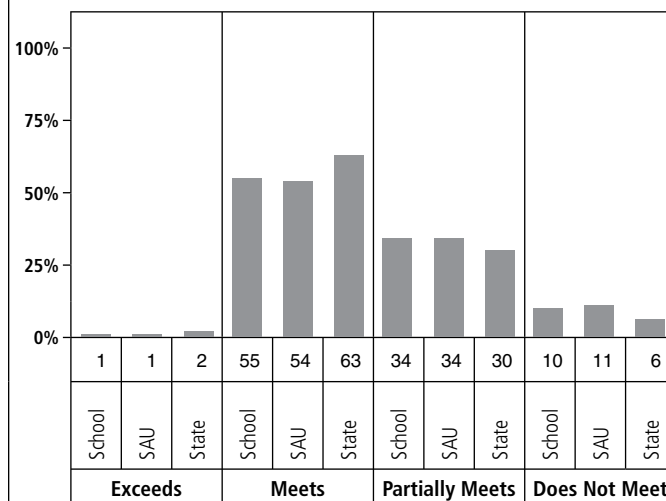
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 53
School: Vickery School

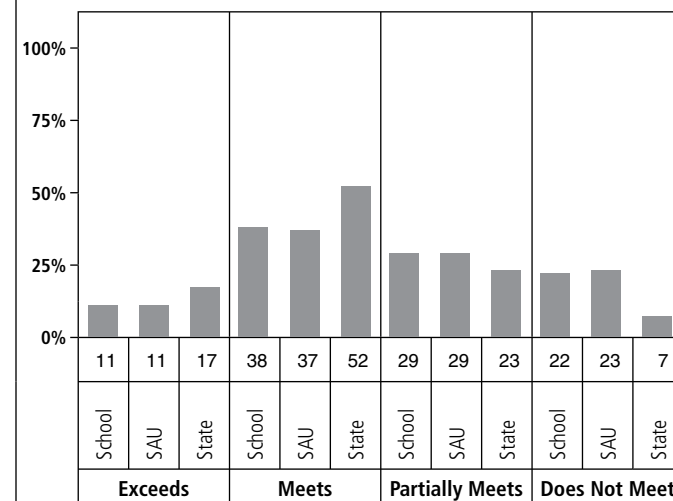
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	342	342	345
2007–2008	338	338	344
2008–2009	342	341	345
Cum. Avg.*	341	340	345
Mathematics			
2006–2007	340	340	347
2007–2008	337	337	347
2008–2009	339	339	348
Cum. Avg.*	339	339	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: MSAD 53
School: Vickery School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	83	100	84	100	13763	100	83	100	84	100	13691	100	83	100	84	100	13691	100						
Ethnicity African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	83	100	84	100	12846	93	83	100	84	100	12788	100	83	100	84	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	10	12	11	13	2414	18	10	100	11	100	2388	100	10	100	11	100	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	49	59	50	60	5887	43	49	100	50	100	5847	100	49	100	50	100	5846	100						
Migrant	1	1	1	1	6	0	1	100	1	100	6	100	1	100	1	100	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	64	77	64	76	10316	75	64	77	64	76	10355	75						
Identified disability (PET/IEP)	0	0	0	0	437	4	0	0	0	0	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
Participation with accommodations	18	22	19	23	3179	23	18	22	19	23	3152	23						
Identified disability (PET/IEP)	9	50	10	53	1757	55	9	50	10	53	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	9	50	9	47	1192	37	9	50	9	47	1157	37						
Participation through alternate assessment (PAAP)	1	1	1	1	194	1	1	1	1	1	184	1						
Identified disability (PET/IEP)	1	100	1	100	194	100	1	100	1	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 53
School: Vickery School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	1	1	1	1	332	2
	2007-2008	0	0	0	0	227	2
	2008-2009	1	1	1	1	262	2
	Cum. Total*	2	1	2	1	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	36	47	36	47	8691	63
	2007-2008	32	42	32	42	8403	62
	2008-2009	45	55	45	54	8500	63
	Cum. Total*	113	48	113	48	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	30	39	30	39	3781	27
	2007-2008	31	41	31	40	4018	30
	2008-2009	28	34	28	34	3985	30
	Cum. Total*	89	38	89	38	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	10	13	10	13	1021	7
	2007-2008	13	17	14	18	938	7
	2008-2009	8	10	9	11	748	6
	Cum. Total*	31	13	33	14	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	25.7	55.9	25.5	55.4	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	18.2	56.9	18.0	56.3	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	7.5	53.6	7.4	52.9	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: MSAD 53
School: Vickery School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	82	1	1	45	55	28	34	8	10	342	83	1	54	34	11	341	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	82	1	1	45	55	28	34	8	10	342	83	1	54	34	11	341	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	0	0	3	33	6	67	328	10	0	0	30	70	327	2194	0	32	50	18	338
No	73	1	1	45	62	25	34	2	3	343	73	1	62	34	3	343	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	82	1	1	45	55	28	34	8	10	342	83	1	54	34	11	341	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	48	0	0	27	56	15	31	6	13	341	49	0	55	31	14	340	5721	1	52	39	9	342
No	34	1	3	18	53	13	38	2	6	343	34	3	53	38	6	343	7774	3	71	23	3	346
Migrant																						
Yes	1										1						6	0	67	33	0	345
No	81	1	1	45	56	27	33	8	10	342	82	1	55	33	11	341	13489	2	63	30	6	345
Gender																						
Female	44	1	2	24	55	17	39	2	5	343	44	2	55	39	5	343	6568	3	67	26	4	346
Male	38	0	0	21	55	11	29	6	16	340	39	0	54	28	18	340	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	0	39	49	11	340
No	82	1	1	45	55	28	34	8	10	342	83	1	54	34	11	341	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	82	1	1	45	55	28	34	8	10	342	83	1	54	34	11	341	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 53
School: Vickery School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	4	57	2	29	1	14	337	9	0	57	29	14	337	5	1	44	39	16	340
B. less than one hour	77	1	2	33	52	23	37	6	10	342	77	2	52	37	10	342	80	2	66	28	4	345
C. one to two hours	10	0	0	7	88	1	13	0	0	345	10	0	88	13	0	345	13	2	61	32	6	344
D. more than two hours	5	0	0	1	25	2	50	1	25	338	5	0	25	50	25	338	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	53	1	2	24	56	16	37	2	5	343	54	2	55	36	7	342	47	3	68	24	4	346
B. good	35	0	0	18	64	7	25	3	11	342	34	0	64	25	11	342	41	1	62	31	5	344
C. fair	7	0	0	1	17	3	50	2	33	334	7	0	17	50	33	334	9	0	51	41	8	342
D. poor	5	0	0	2	50	2	50	0	0	340	5	0	50	50	0	340	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	23	0	0	9	47	7	37	3	16	339	24	0	45	35	20	338	31	3	63	28	6	345
B. They match some of what I have learned.	49	1	3	28	70	10	25	1	3	345	49	3	70	25	3	345	49	2	68	26	3	345
C. They match just a little of what I have learned.	15	0	0	5	42	6	50	1	8	340	15	0	42	50	8	340	14	1	53	39	7	342
D. There is no match.	12	0	0	3	30	5	50	2	20	336	12	0	30	50	20	336	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	24	0	0	9	47	7	37	3	16	339	25	0	45	35	20	339	18	1	50	38	11	342
B. about the same as my regular schoolwork	53	1	2	26	62	14	33	1	2	343	52	2	62	33	2	343	57	2	68	26	3	346
C. easier than my regular schoolwork	24	0	0	10	53	7	37	2	11	342	23	0	53	37	11	342	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	21	0	0	6	35	9	53	2	12	339	22	0	33	50	17	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	33	0	0	17	63	7	26	3	11	342	33	0	63	26	11	342	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	46	1	3	22	59	12	32	2	5	343	45	3	59	32	5	343	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	19	0	0	10	67	5	33	0	0	344	20	0	63	31	6	342	22	3	67	25	4	346
B. 20 minutes to an hour	41	1	3	18	55	11	33	3	9	343	40	3	55	33	9	343	46	2	68	26	4	346
C. less than 20 minutes	20	0	0	9	56	5	31	2	13	340	20	0	56	31	13	340	18	1	56	36	8	343
D. I rarely read at home.	21	0	0	8	47	7	41	2	12	340	21	0	47	41	12	340	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	16	0	0	6	46	6	46	1	8	341	17	0	43	43	14	339	29	1	56	36	7	343
B. six to ten pages	15	0	0	4	33	6	50	2	17	339	15	0	33	50	17	339	21	2	62	31	5	344
C. eleven or more pages	69	1	2	35	64	15	27	4	7	343	68	2	64	27	7	343	50	3	68	25	5	346
Optional school/SAU question																						
A.	75	0	0	2	33	2	33	2	33	336	75	0	33	33	33	336						
B.	13	0	0	1	100	0	0	0	0	344	13	0	100	0	0	344						
C.	13	0	0	1	100	0	0	0	0	344	13	0	100	0	0	344						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 53
School: Vickery School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	7	9	7	9	1985	14
	2007-2008	5	7	5	6	2277	17
	2008-2009	9	11	9	11	2328	17
	Cum. Total*	21	9	21	9	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	31	40	31	40	6990	51
	2007-2008	24	32	24	31	6764	50
	2008-2009	31	38	31	37	7045	52
	Cum. Total*	86	37	86	36	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	20	26	20	26	3673	27
	2007-2008	29	38	30	39	3504	26
	2008-2009	24	29	24	29	3137	23
	Cum. Total*	73	31	74	31	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	19	25	19	25	1193	9
	2007-2008	18	24	18	23	1044	8
	2008-2009	18	22	19	23	997	7
	Cum. Total*	55	23	56	24	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	26.3	54.8	26.1	54.4	31.5	65.6
A. Number	20	42	10.6	53.0	10.5	52.5	12.8	64.0
B. Data	8	17	5.4	67.5	5.3	66.3	6.1	76.3
C. Geometry	8	17	4.5	56.3	4.5	56.3	5.5	68.8
D. Algebra	12	25	5.8	48.3	5.7	47.5	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: MSAD 53
School: Vickery School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	82	9	11	31	38	24	29	18	22	339	83	11	37	29	23	339	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	82	9	11	31	38	24	29	18	22	339	83	11	37	29	23	339	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	0	0	1	11	8	89	311	10	0	0	10	90	310	2204	6	36	36	22	338
No	73	9	12	31	42	23	32	10	14	343	73	12	42	32	14	343	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	82	9	11	31	38	24	29	18	22	339	83	11	37	29	23	339	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	48	3	6	16	33	15	31	14	29	336	49	6	33	31	31	335	5727	10	48	31	12	343
No	34	6	18	15	44	9	26	4	12	345	34	18	44	26	12	345	7780	23	55	18	4	351
Migrant																						
Yes	1										1						6	0	67	33	0	345
No	81	9	11	30	37	24	30	18	22	339	82	11	37	29	23	339	13501	17	52	23	7	348
Gender																						
Female	44	5	11	15	34	12	27	12	27	338	44	11	34	27	27	338	6568	16	52	24	8	348
Male	38	4	11	16	42	12	32	6	16	341	39	10	41	31	18	340	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2300	4	43	39	14	340
No	82	9	11	31	38	24	29	18	22	339	83	11	37	29	23	339	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	82	9	11	31	38	24	29	18	22	339	83	11	37	29	23	339	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 53
School: Vickery School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	2	29	1	14	4	57	328	9	0	29	14	57	328	5	9	38	32	21	340
B. less than one hour	77	7	11	26	41	18	29	12	19	341	77	11	41	29	19	341	80	19	54	22	5	349
C. one to two hours	10	2	25	3	38	2	25	1	13	344	10	25	38	25	13	344	13	16	51	24	9	347
D. more than two hours	5	0	0	0	0	3	75	1	25	330	5	0	0	75	25	330	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	47	7	18	15	39	7	18	9	24	343	48	18	38	18	26	342	40	25	51	17	7	351
B. good	36	1	3	13	45	13	45	2	7	339	35	3	45	45	7	339	45	14	56	24	6	348
C. fair	14	1	9	2	18	4	36	4	36	331	13	9	18	36	36	331	12	7	49	34	10	343
D. poor	4	0	0	1	33	0	0	2	67	324	4	0	33	0	67	324	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	27	3	14	9	41	4	18	6	27	341	28	13	39	17	30	340	38	23	52	19	5	351
B. They match some of what I have learned.	48	5	13	15	38	15	38	4	10	343	48	13	38	38	10	343	45	16	56	22	6	348
C. They match just a little of what I have learned.	15	0	0	7	58	3	25	2	17	338	15	0	58	25	17	338	12	10	45	33	12	343
D. There is no match.	10	1	13	0	0	2	25	5	63	323	10	13	0	25	63	323	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	20	0	0	2	13	10	63	4	25	330	21	0	12	59	29	328	17	8	45	34	13	342
B. about the same as my regular schoolwork	51	5	12	20	49	9	22	7	17	343	51	12	49	22	17	343	59	19	55	21	5	350
C. easier than my regular schoolwork	29	4	17	8	35	5	22	6	26	340	28	17	35	22	26	340	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	0	0	1	11	2	22	6	67	318	11	0	11	22	67	318	15	8	41	35	15	341
B. 30–45 minutes	11	1	11	3	33	2	22	3	33	337	11	11	33	22	33	337	29	16	54	23	6	348
C. 45–60 minutes	9	0	0	4	57	1	14	2	29	339	9	0	57	14	29	339	32	21	55	19	5	350
D. more than 60 minutes	69	8	15	22	40	19	35	6	11	344	69	15	40	35	11	344	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	0	0	2	67	1	33	321	4	0	0	67	33	321	6	6	33	39	23	337
B. two or three days a week	3	0	0	1	50	0	0	1	50	332	2	0	50	0	50	332	12	15	55	22	8	348
C. two or three times each month	14	1	9	6	55	2	18	2	18	344	14	9	55	18	18	344	26	20	56	19	5	350
D. never or almost never	80	8	13	24	38	19	30	13	20	340	80	12	37	29	22	339	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	37	0	0	10	33	13	43	7	23	337	38	0	32	42	26	336	37	14	51	27	9	346
B. two or three days a week	22	3	17	7	39	3	17	5	28	340	22	17	39	17	28	340	27	20	55	19	6	350
C. two or three times each month	22	4	22	11	61	2	11	1	6	350	22	22	61	11	6	350	19	22	53	19	6	350
D. never or almost never	19	2	13	3	20	6	40	4	27	333	18	13	20	40	27	333	18	15	51	26	8	347
Optional school/SAU question																						
A.	75	0	0	0	0	3	50	3	50	325	75	0	0	50	50	325						
B.	13	0	0	0	0	1	100	0	0	334	13	0	0	100	0	334						
C.	13	1	100	0	0	0	0	0	0	370	13	100	0	0	0	370						
D.	0										0											